DOCUMENT RESUME

ED 379 046 JC 950 129

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TITLE First Year Outcomes for Miami-Dade Students. Information Capsule #94-12C.
INSTITUTION Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE Nov 94
NOTE 8p.
PUB TYPE Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Freshmen; *College Preparation; College Transfer Students; Community Colleges; Comparative Analysis; Dropout Research; Dropouts; *Outcomes of Education; Remedial Programs; School Holding Power; *School Readiness; Two Year Colleges
IDENTIFIERS *Miami Dade Community College FL

ABSTRACT

In November 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine outcomes after 1 year for first-time-in-college students who began in fall 1992. Specifically, the study sought to determine the percent of first-time students continuing enrollment at MDCC beyond their first year, the effect of student readiness for college on outcomes, and the highest level course in which students who left earned credit. Findings included the following: (1) 8,359 first-time students seeking a degree enrolled at M-DCC in fall 1992; (2) 70% of all degree-seeking students continued enrollment beyond the first year; (3) 22% left with credits earned, while the remaining 8% left with no credits earned; (4) 34% of the non-degree students continued past their first year, while 48% left with credits earned; (5) the continuation rate varied based on readiness for college, with only 68% of the college preparatory and 63% of students lacking English language proficiency continuing after the first year, compared to 83% of the college-ready students; (6) for degree-seeking students who left, 58% had earned through 1000 level courses and 12% through 2000 level courses; and (7) for students lacking English language proficiency, 37% of those who left had earned credit in college preparatory English as a Second Language only and 42% had reached college-level English skills. (Includes tables of findings by student readiness-level and MDCC campus.) (KP)

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First Year Outcomes for Miami-Dade Students

Cathy Morris
Dean

MIAMI-DADE COMMUNITY COLLEGE-INSTITUTIONAL RESEARCH

INFORMATION CAPSULE

I.C. No. 94-12C

November 1994

JC 950 129

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MIAMI-DADE COMMUNITY COLLEGE-INSTITUTIONAL RESEARCH

INFORMATION CAPSULE

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I.C. NO.94-12C

November 1994

First Year Outcomes for Miami-Dade Students

Purpose

This capsule answers three questions: What percent of first-time students continue enrollment at Miami-Dade beyond their first year? Do results differ depending on students' readiness for college? For students who leave, what is the highest level course in which they earned credit? In general, results indicated that 70% of all degree-seekers continued enrollment beyond their first year. This included 83% of college-ready students, 68% of students needing college preparatory instruction, and 63% of students needing English language instruction (ESL/ENS students). The highest level of credit earned by Leavers varied by college-readiness, but some Leavers in each group had earned credits in 2000 level courses. Details are given below.

Outcomes

Table 1 shows first year outcomes for all first-time-in-college students who began in the Fall Term of 1992. The outcomes include: enrolled past first year, left with no credits earned, or left with credits earned. Leavers were defined as students who did not enroll at any time during the 1993-94 academic year. The Table displays these outcomes by several student categories. Degree-seeking students are subdivided by college-readiness, with students who were below the placement scores on the basic skills tests (MAPS/CPT) or the English language proficiency test (EPT) shown separately. Non-degree students are also shown, as well as summary data for all first-time students.

Almost 8,000 first-time degree-seeking students enrolled in the Fall Term of 1992, and 70% of these continued past their first year. An additional 22% left with credits earned, and only 8% left with no credits earned. Surprisingly, 34% of non-degree students continued past their first year, while 48% left with credits earned. Results by campus showed a continuation rate for degree-seekers above 60% for all campuses, with Kendall Campus at 76%. With the exception of Homestead, all campuses had fewer than 10% of students leave with no credits earned.

Continuation rate varied based on readiness for college. Eighty-three percent of college-ready students continued past their first year, compared to 68% of college preparatory students and 63% of students lacking English language proficiency. Kendall Campus showed the highest continuation rate for college-ready students (85%), followed by Medical Center (81%), North (80%),

THIS INFORMATION CAPSULE IS A BRIEF, COMPLETE REPORT

Wolfson (78%) and Homestead (76%). Kendall also showed the highest continuation rate for college preparatory students (72%), followed by Wolfson (70%), Homestead (65%), and North and Medical Center (63% each). Students with English language deficiencies continued at a rate of 65% at North and Kendall, followed by 60% at Wolfson and 58% at Medical Center.

Highest Level Credits Earned

Table 2 categorizes Leavers with credits earned by the highest level course in which they earned the credits. The hierarchy used is shown in the Table, and Leavers could have earned credit in the lower level courses as well. Fifty-eight percent of degree-seeking Leavers had earned credit through 1000 level courses, with an additional 12% earning credit through 2000 level courses.

Results varied based on the college-readiness of Leavers. One-third of college-ready Leavers had earned credit through 2000 level courses. Wolfson Campus had the highest percent of Leavers who earned credit through 2000 level courses (47%) followed by Kendall (31%) and North (29%). Twenty-two percent of college preparatory Leavers had progressed through college preparatory courses only. However, the majority (69%) had earned credit in 1000 level courses, with an additional 9% reaching 2000 level courses. Thus more than three-fourths (78%) of college preparatory Leavers had earned college credit before they left. The comparable campus proportions of college preparatory Leavers with college level credits earned were: 87% for North and Homestead, 79% for Wolfson, 78% for Medical Center, and 64% for Kendall.

For students who lacked English language proficiency, 37% of Leavers had earned credit in college preparatory ESL only, 42% had reached college level ENS, and 18% had earned college level credit beyond ENS. Findings were similar across campuses except for the way that Leavers distributed between ESL and ENS courses. Wolfson Campus had the highest proportion of Leavers who had earned credit in college preparatory ESL only (45%) while Medical Center had the highest proportion in ENS (73%). The campuses had almost identical proportions of Leavers who had earned college credit beyond ESL/ENS with Medical Center at 20%, followed by Wolfson (19%), Kendall (18%) and North (15%).

Non-degree students who left with credits earned primarily had 1000 or 2000 level courses (75% combined). However, 6% of non-degree Leavers showed college preparatory as their highest level coursework, and an additional 20% showed ESL or ENS.

Cathy Morris:ab

Table 1

First Year Outcomes for All First-Time-in-College (FTIC) Students

Fall Term 1992

	Degree-Seeking					
	College Ready	College Preparatory	English Language Deficient	Sub-Total*	Non-Degree	Total
College-Wide						
Beginning Group:	2,022	4,718	940	7,868	491	8,359
Percent of all FTIC	24%	56%	11%	94%	6%	100%
Enrolled Past First Year:	1,675	3,204	589	5,538	165	5,703
Percent of Group	83%	68%	63%	70%	34%	68%
Left With No Credits Earned:	78	408	65	592	92	684
Percent of Group	4%	9%	7%	8%	19%	8%
Left With Credits Earned:	269	1,106	286	1,738	234	1,972
Percent of Group	13%	23%	30%	22%	48%	24%
North Campus						
Beginning Group:	473	1,698	351	2,568	178	2,746
Percent of all FTIC	17%	62%	13%	94%	6%	100%
Enrolled Past First Year:	380	1,072	228	1,694	45	1,739
Percent of Group	80%	63%	65%	66%	25%	63%
Left With No Credits Earned:	16	151	23	204	38	242
Percent of Group	3%	9%	7%	8%	21%	9%
Left With Credits Earned:	77	475	100	670	95	765
Percent of Group	16%	28%	28%	26%	53%	28%
Kendall Campus						
Beginning Group:	1,164	1,833	159	3,224	136	3,360
Percent of all FTIC	35%	55%	5%	96%	4%	100%
Enrolled Past First Year:	994	1,323	103	2,448	61	2,509
Percent of Group	85%	72%	65%	76%	45%	75%
Left With No Credits Earned:	46	166	5	230	19	249
Percent of Group	4%	9%	3%	7%	14%	7%
Left With Credits Earned:	124	344	51	546	56	602
Percent of Group	11%	19%	32%	17%	41%	18%

*Includes 188 students College-wide with incomplete placement scores.

Note: College Preparatory was defined as below the cutscore on any subtest of the Computerized Placement Test (CPT) or Florida Multiple Assessment and Placement Services (FL-MAPS). English Language Deficient was defined as below the cutscore on the English Placement Test (EPT).

Source: SAS Analysis of IRS79 files.

Table 1

(continued)

First Year Outcomes for All First-Time-in-College (FTIC) Students

Fall Term 1992

	Degree-Seeking					
	College Ready	College Preparatory	English Language Deficiency	Sub-Total*	Non-Degree	Total
Wolfson Campus						
Beginning Group:	283	836	394	1,565	138	1,703
Percent of all FTIC	17%	49%	23%	92%	8%	100%
Enrolled Past First Year:	221	585	237	1,068	47	1,115
Percent of Group	78%	70%	60%	68%	34%	65%
Left With No Credits Earned:	9	54	37	105	25	130
Percent of Group	3%	6%	9%	7%	18%	8%
Left With Credits Earned:	53	197	120	392	66	458
Percent of Group	19%	24%	30%	25%	48%	27%
Medical Center Campus						
Beginning Group:	52	241	36	349	31	380
Percent of all FTIC	14%	63%	9%	92%	8%	100%
Enrolled Past First Year:	42	152	21	218	7	225
Percent of Group	81%	63%	58%	62%	23%	59%
Left With No Credits Earned:	4	22	0	33	9	42
Percent of Group	8%	9%	0%	9%	29%	11%
Left With Credits Earned:	6	67	15	98	15	113
Percent of Group	12%	28%	42%	28%	48%	30%
Homestead Campus						
Beginning Group:	50	110	0	162	8	170
Percent of all FTIC	29%	65%	0%	95%	5%	100%
Enrolled Past First Year:	38	72	0	110	5	115
Percent of Group	76%	65%	0%	68%	63%	68%
Left With No Credits Earned:	3	15	0	20	1	21
Percent of Group	6%	14%	0%	12%	13%	12%
Left With Credits Earned:	9	23	0	32	2	34
Percent of Group	18%	21%	0%	20%	25%	20%

*Includes 188 students College-wide with incomplete placement scores.

Note: College Preparatory was defined as below the cutscore on any subtest of the Computerized Placement Test (CPT) or Florida Multiple Assessment and Placement Services (FL-MAPS). English Language Deficient was defined as below the cutscore on the English Placement Test (EPT).

Table 2
Highest Level of Credits Earned for Fall Term 1992
First-Time-in-College Students
Who Did Not Continue Beyond Their First Year

	Degree-Seeking					
	College Ready	College Preparatory	English Language Deficient	Sub-Total*	Non-Degree	Total
College-Wide						
Left With Credits Earned:	269	1,106	286	1,738	234	1,972
Highest Level Earned:						
College Preparatory ESL	0	0	107	120	20	140
Percent of Leavers	0%	0%	37%	7%	9%	7%
College Preparatory	4	240	8	258	13	271
Percent of Leavers	1%	22%	3%	15%	6%	14%
ENS College Courses	1	2	121	134	26	160
Percent of Leavers	0%	0%	42%	8%	11%	8%
1000 Level Courses	174	765	39	1,011	93	1,104
Percent of Leavers	65%	69%	14%	58%	40%	56%
2000 Level Courses	90	99	11	215	82	297
Percent of Leavers	33%	9%	4%	12%	35%	15%
North Campus						
Left With Credits Earned:	77	475	100	670	95	765
Highest Level Earned:						
College Preparatory ESL	0	0	42	45	10	55
Percent of Leavers	0%	0%	42%	7%	11%	7%
College Preparatory	1	59	3	64	5	69
Percent of Leavers	1%	12%	3%	10%	5%	9%
ENS College Courses	0	0	40	41	13	54
Percent of Leavers	0%	0%	40%	6%	14%	7%
1000 Level Courses	54	377	12	451	30	481
Percent of Leavers	70%	79%	12%	67%	32%	63%
2000 Level Courses	22	39	3	69	37	106
Percent of Leavers	29%	8%	3%	10%	39%	14%
Kendall Campus						
Left With Credits Earned:	124	344	51	546	56	602
Highest Level Earned:						
College Preparatory ESL	0	0	11	16	6	22
Percent of Leavers	0%	0%	22%	3%	11%	4%
College Preparatory	1	123	2	127	6	133
Percent of Leavers	1%	36%	4%	23%	11%	22%
ENS College Courses	1	1	29	38	3	41
Percent of Leavers	1%	0%	57%	7%	5%	7%
1000 Level Courses	83	193	6	294	28	322
Percent of Leavers	67%	56%	12%	54%	50%	53%
2000 Level Courses	39	27	3	71	13	84
Percent of Leavers	31%	8%	6%	13%	23%	14%

*Includes 77 students College-wide with incomplete placement scores.

Note: College Preparatory was defined as below the cutscore on any subtest of the Computerized Placement Test (CPT) or Florida Multiple Assessment and Placement Services (FL-MAPS). English Language Deficient was defined as below the cutscore on the English Placement Test (EPT).

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Table 2 (continued)
Highest Level of Credits Earned by Fall Term 1992
First-Time-in-College Students
Who Did Not Continue Beyond Their First Year

	Degree-Seeking					
	College Ready	College Preparatory	English Language Deficient	Sub-Total*	Non-Degree	Total
Wolfson Campus						
Left With Credits Earned:	53	197	120	392	66	458
Highest Level Earned:						
College Preparatory ESL	0	0	54	59	4	63
Percent of Leavers	0%	0%	45%	15%	6%	14%
College Preparatory	2	40	2	48	2	50
Percent of Leavers	4%	20%	2%	12%	3%	11%
ENS College Courses	0	1	41	44	9	53
Percent of Leavers	0%	1%	34%	11%	14%	12%
1000 Level Courses	26	128	19	180	28	208
Percent of Leavers	49%	65%	16%	46%	42%	45%
2000 Level Courses	25	28	4	61	23	84
Percent of Leavers	47%	14%	3%	16%	35%	18%
Medical Center Campus						
Left With Credits Earned:	6	67	15	98	15	113
Highest Level Earned:						
College Preparatory ESL	0	0	0	0	0	0
Percent of Leavers	0%	0%	0%	0%	0%	0%
College Preparatory	0	15	1	16	0	16
Percent of Leavers	0%	22%	7%	16%	0%	14%
ENS College Courses	0	0	11	11	1	12
Percent of Leavers	0%	0%	73%	11%	7%	11%
1000 Level Courses	3	48	2	59	5	64
Percent of Leavers	50%	72%	13%	60%	33%	57%
2000 Level Courses	3	4	1	12	9	21
Percent of Leavers	50%	6%	7%	12%	60%	19%
Homestead Campus						
Left With Credits Earned:	9	23	0	32	2	34
Highest Level Earned:						
College Preparatory ESL	0	0	0	0	0	0
Percent of Leavers	0%	0%	0%	0%	0%	0%
College Preparatory	0	3	0	3	0	3
Percent of Leavers	0%	13%	0%	9%	0%	9%
ENS College Courses	0	0	0	0	0	0
Percent of Leavers	0%	0%	0%	0%	0%	0%
1000 Level Courses	8	19	0	27	2	29
Percent of Leavers	89%	83%	0%	84%	100%	85%
2000 Level Courses	1	1	0	2	0	2
Percent of Leavers	11%	4%	0%	6%	0%	6%

*Includes 77 students College-wide with incomplete placement scores.

Note: College Preparatory was defined as below the cutscore on any subtest of the Computerized Placement Test (CPT) or Florida Multiple Assessment and Placement Services (FL-MAPS). English Language Deficient was defined as below the cutscore on the English Placement Test (EPT).

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